DOCUMENT RESUME

ED 283 040 CE 047 515

TITLE	Vocational Sex Equity Project Abstracts 1986-87.
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	Feb 87
NOTE	83p.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Community Programs; Counselor Training; Demand Occupations; *Displaced Homemakers; *Early Parenthood; Females; Inservice Teacher Education; Mothers; *Nontraditional Occupations; Postsecondary Education; Program Administration; Program Costs; *Program Descriptions; Program Implementation; Public Relations; Secondary Education; Sex Bias; *Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS	*Virginia; Women in Nontraditional Careers Curriculum

ABSTRACT

This document contains 34 abstracts that describe sex equity projects operating in Virginia during fiscal year 1986-87 with federal funding through the Carl D. Perkins Vocational Education Act of 1984. The abstracts are organized in the following eight categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) implementation of the Women in Nontraditional Careers (WINC) curriculum; (7) a statewide public relations program; and (8) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract contains information on the name of the director, the location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

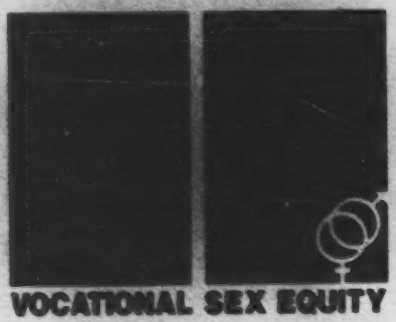
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED283040

VOCATIONAL SEX EQUITY PROJECT ABSTRACTS

1986-87



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H b Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Virginia Department of Education • Richmond, Virginia

BEST COPY AVAILABLE

CE047515

VOCATIONAL

SEX EQUITY PROJECT

ABSTRACTS

1986-87

Virginia Department of Education
P. O. Box 6-Q
Richmond, Virginia 23216-2060

ACKNOWLEDGMENTS

Special recognition is extended to several people for their hard work in assisting with the preparation of these abstracts for publication. Dr. Suzanne Helms devoted a great deal of time to editing the material. Mrs. Betty Alexander and Ms. Teresa Reynolds spent many hours typing the drafts and final copy. Their diligent efforts are deeply appreciated.

Elizabeth M. Hawa, Supervisor
Vocational Sex Equity
Feburary, 1987

FOREWORD

There are 34 sex equity projects operating in Virginia in the current fiscal year (1986-87) as a result of federal funding through the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524). Specifically, the act requires each state to expend 8.5% of the basic grant under Title II, Part A, to:

"1. provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills;

2. make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

3. make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based orgazination has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training and the characteristics of the participants;

4. make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

5. provide information to single parents and homemakers to inform them of vocational education programs and related support services."

The 8.5% set-a-side is being used to fund 16 regional centers to provide vocational education and training leading to marketable skills and related support services for single parents, homemakers, and displaced homemakers.

The act also requires each state to expend 3.5% of the basic grant under Title II, Part A, for:

"1. programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

2. vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

3. support services for individuals participating in vocational education programs, services, and activities described in clauses (1) and (2) including dependent-care services and transportation."

The 3.5% set-a-side is being used to fund three projects to serve teen-age parents as well as 15 other projects, including activities to provide exploratory opportunities for women in nontraditional trade and industrial and high technology programs, mini-grants to promote vocational sex equity, a project to implement the Women in Nontraditional Careers (WINC) curriculum in 12 local school divisions, and statewide public relations and training projects.

Abstracts have been compiled for the 34 selected for funding in 1986-87 through the competitive request-for-proposal (RFP) process. The abstracts were submitted as a part of the project proposals and have been edited by the Vocational Sex Equity Office.

TABLE OF CONTENTS

Page

I. **CENTERS TO SERVE SINGLE PARENTS AND HOMEMAKERS**

Career Development Consultants, Ltd., of Harrisonburg 3

Charlottesville Public Schools 5

Dabney S. Lancaster Community College 7

Danville Community College 9

Fairfax County Public Schools 11

Germanna Community College 13

Mountain Empire Community College 15

New River Community College 17

Patrick Henry Community College 19

Rappahannock Community College (South Campus) 21

Rappahannock Community College (North Campus) 23

Southside Virginia Community College (Christanna Campus) 25

Southside Virginia Community College (John H. Daniel Campus) 27

Southwest Virginia Community College 29

STEM Corporation 31

YWCA of the Tidewater Areas of Virginia 33

II. **PROGRAMS TO SERVE TEENAGE PARENTS**

Fifth District Employment and Training Consortium of Roanoke 37

Mountain Empire Community College 39

Newport News Public Schools 41

III. **PROGRAMS FOR WOMEN TO EXPLORE NONTRADITIONAL TRADE AND INDUSTRIAL CAREERS**

New River Community College 45

Patrick Henry Community College 47

Page

Southwest Virginia Community College 49

Wytheville Community College 51

IV. PROGRAMS FOR WOMEN TO EXPLORE HIGH TECHNOLOGY CAREERS

Southwest Virginia Community College 55

Virginia Commonwealth University 57

V. MINI-GRANTS TO ELIMINATE SEX BIAS AND TO ENHANCE SEX EQUITY FOR MEN AND WOMEN

George Mason University 61

Henrico County Public Schools
Grocery Bag Project 63

Henrico County Public Schools
Audiovisual Project 65

Henrico County Public Schools
Library Materials Project 67

Mountain Empire Community College 69

Virginia Tech 71

VI. IMPLEMENTATION OF THE WOMEN IN NONTRADITIONAL CAREERS (WINC) CURRICULUM

Career Development Consultants, Ltd., of Harrisonburg 75

VII. STATEWIDE PUBLIC RELATIONS PROGRAM

Virginia Commonwealth University 79

VIII. STATEWIDE PROGRAM TO ASSIST TEACHERS AND COUNSELORS IN PROMOTING VOCATIONAL SEX EQUITY

Virginia Tech 83

CENTERS TO SERVE SINGLE PARENTS AND HOMEMAKERS

PROJECT: Single Heads-of-Households, Homemakers, and Displaced Homemakers: Training and Placement Services

DIRECTOR: Ms. Charlotte V. McNulty

LOCATION: Career Development Consultants, Ltd.
245 Newman Avenue
Harrisonburg, Virginia 22801

TELEPHONE: 703/434-8579

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $92,238.00

OBJECTIVES:

(1) To operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for program participants.

(3) To provide referrals to basic literacy instruction, where needed, for program participants.

(4) To provide information and outreach to single parents and homemakers in the designated community regarding vocational education programs and related support services.

(5) To provide support services, including day care and transportation, where needed, for program participants.

(6) To provide career counseling and training in pre-employment preparation for program participants.

(7) To provide a support group for program participants.

(8) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for program participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A massive recruitment effort will be implemented, to encourage single heads-of-households and displaced homemakers to use project services.

(2) A "Program Participant Intake Form" will be completed for each participant, and other action will be taken in order to assess participant needs.

(3) Vocational education and training leading to marketable skills will be provided.

(4) Each participant will receive training in life skills development and job development/placement services. Assistance with child care and transportation will be provided, where needed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to assist single heads-of-households, homemakers, and displaced homemakers in their efforts to achieve job security for themselves and their dependent children. The services provided through this project will help program participants to overcome feelings of fear and insecurity and to gain information regarding training and employment options available through education and business/industry. The primary focus of this project is to provide vocational education and training leading to marketable skills for program participants by utilizing local vocational-technical facilities. It is hoped that this effort will benefit the participants, the business/industrial community, and the educational facilities. The participants will acquire skills to enable them to be productive members of society. The number of skilled workers available to the business and industrial community will increase. The community will become more aware of the services offered by vocational-technical centers. If participants select nontraditional programs, vocational sex equity will be promoted through the presence of more nontraditional role models.

PROJECT: JOBSIGHT - A Regional Center Serving Single Parents and Homemakers, Including Displaced Homemakers

DIRECTOR: Mr. John J. Gaines

LOCATION: Charlottesville Public Schools
Jefferson Annex
4th Street, N.W.
Charlottesville, Virginia 22901

TELEPHONE: 804/979-6344

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,987.41

OBJECTIVES:

(1) To continue to operate JOBSIGHT, a regional center to serve a minimum of 200 single parents and homemakers, including displaced homemakers (These 200 will be called "center participants").

(2) To select 75 center participants for vocational education and "on-the-job" training (OJT) at the Charlottesville/Albemarle Technical Education Center and Piedmont Virginia Community College (These 75 will be called "training participants").

(3) To provide classes at Charlottesville High School in typing, computer application, home maintenance, accounting, sewing, food services, and other areas, as needed, for 100 of the center participants.

(4) To provide GED preparation and Adult Basic Education for all center participants needing this service through the Adult Education Center. Trained reading tutors will be available for those with severe reading problems.

(5) To provide educational and training opportunities, job opportunities, job information and preparation, and personal support for all center participants.

(6) To provide opportunities for personal counseling, peer counseling, and support group services for all center participants.

(7) To provide three courses each semester to assist center participants in learning techniques in career change, job search, and the personal growth process.

(8) To provide monthly workshops addressing special issues of importance to center participants.

(9) To provide workshops for center participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(10) To provide job development/placement for center participants.

(11) To provide child care and transportation, where needed, for training participants.

(12) To conduct an evaluation documenting results and complying with the procedures of the Charlottesville Public Schools and the Department of Education.

PROCEDURES FOR IMPLEMENTATION:

(1) The recruitment of 200 single parents and homemakers, including displaced homemakers, will be conducted through the circulation of recruitment flyers.

(2) Seventy-five eligible candidates will be selected from the center participants for vocational education and "on-the-job" training (OJT) at the Charlottesville/Albemarle Technical Education Center and Piedmont Virginia Community College.

(3) Monthly workshops addressing special issues of interest to participants will be conducted. Among the topics addressed will be an exploration of the concepts of sex-role stereotyping and vocational sex equity for men and women.

(4) Courses and seminars to assist candidates in learning techniques in career change, job search, and the personal growth process will be provided.

(5) A final evaluation of all activities will be prepared, and ten copies will be submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The target groups served by this project will have an opportunity to acquire new work skills, change careers, and receive professional assistance as they redirect their lives. Individuals will have new opportunities for better paying jobs as they face uncertain futures; but, more importantly, they will face the future with new assurance and confidence in their own abilities.

PROJECT: The Dabney S. Lancaster Community College Regional Center for Vocational Training of Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Dr. Benjamin T. King

LOCATION: Dabney S. Lancaster Community College
Route 60, West
P. O. Box 1000
Clifton Forge, Virginia 24422-1000

TELEPHONE: 703/862-4246

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $96,700.00

OBJECTIVES:

(1) To conduct outreach to 686 potential participants to determine 75 single parents who could benefit the most from vocational training/retraining and/or basic literacy instruction.

(2) To provide tuition and required instructional supplies to these 75 participants for a wide variety of degree and certificate vocational education programs, including business management, data processing, electronics, forestry, mechanical design, nursing, secretarial science, banking, clerk-typist, electricity, heavy equipment, law enforcement, microcomputer operations, office management, steno-clerical arts, and welding.

(3) To provide academic counseling and one-on-one tutorial assistance to help these participants in completing their programs.

(4) To provide basic literacy instruction leading to the GED, where needed.

(5) To provide transportation stipends to assist participants in getting to and from the training site.

(6) To provide day-care stipends to assist participants in securing adequate child-care services from private vendors.

(7) To provide personal, career, and pre-employment preparation counseling through individual, small group, and class-size activities.

(8) To provide individual, small group, and class-size opportunities for participants to explore sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement assistance for participants through the DSLCC Job Placement Service and the DSLCC JTPA Job Placement Office.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Outreach/recruitment materials will be prepared and disseminated.

(2) Seventy-five participants will be selected and enrolled in vocational education programs. Tuition will be paid, and instructional materials and tutoring will be provided during each of the three quarters that they are enrolled.

(3) Beginning with the first day of training, day-care, and transportation stipends will be provided to enable participants to fully benefit from educational opportunities.

(4) Intensive individual and group counseling (both personal and career) as well as training in life skills development, pre-employment skills, job search/placement, sex-role stereotyping, and vocational sex equity will be provided.

(5) Interim and final project reports will be prepared and submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The 686 individuals located through outreach are individuals who, according to their respective social services departments, are in need of vocational education and training/retraining but cannot avail themselves of such services due to costs associated with tuition, supplies, day care, and transportation. Successful completion of the program will enable these individuals to become more self-reliant. This project will demonstrate the economic power that vocational education programs provide to disadvantaged individuals.

PROJECT: Project Hope for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Dr. Arnold R. Oliver

LOCATION: Danville Community College
1008 South Main Street
Danville, Virginia 24541

TELEPHONE: 804/797-3553

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,366.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for program participants.

(3) To provide basic literacy instruction, where needed, for program participants.

(4) To provide support services, including day care and transportation, where needed, for program participants.

(5) To provide information and outreach to single parents and homemakers in a designated area regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for program participants.

(7) To provide a support group for program participants.

(8) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement for program participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

(11) To develop funding linkages with area resources to enable this program to be sustained on a continuing basis without special grant funding.

PROCEDURES FOR IMPLEMENTATION:

(1) The coordinator/counselor and part-time clerical assistant will be employed and trained by consultants regarding the purposes and philosophies of the center.

(2) Single parents, homemakers, and displaced homemakers will be identified.

(3) Utilizing all of the counseling resources of the project and the College, the staff will conduct an assessment of clients to enable those clients to select appropriate career paths.

(4) Vocational education and training, as well as basic literacy instruction, will be provided through a variety of credit and non-credit activities at Danville Community College.

(5) Job development and placement activities will be conducted by the coordinator/counselor and other resource people at the College.

(6) Community activities will be held throughout the year in the form of workshops and seminars conducted by center staff and/or consultants on vocational sex equity and nontraditional job opportunities available for men and women.

(7) Evaluation of the project will be completed by the coordinator/counselor and outside consultants.

(8) Funding linkages will be developed with other community agencies to sustain the program without additional vocational education funds.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will provide a systematic way for vocational education to be delivered to those in desperate need of such services and will provide a means for individuals to gain awareness of nontraditional career paths. The project will have high visibility in the Danville Community College service region. This visibility will:

(1) Improve the status of nontraditional vocational education and training.

(2) Promote the concept of sex equity by providing exposure for students and vocational teachers to nontraditional workers and nontraditional career options.

(3) Make the community more aware of nontraditional vocational education opportunities and vocational sex equity.

PROJECT: Northern Virginia Center for Single Parents and Homemakers

DIRECTOR: Mr. Russell L. Crosier

LOCATION: Office of Adult and Community Education
Fairfax County Public Schools
Pimmit Hills Center
7510 Lisle Avenue
Falls Church, Virginia 22043

TELEPHONE: 703/893-1090

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,786.00

OBJECTIVES:

(1) To continue the Northern Virginia Center at two locations to serve 300 single parents, homemakers, and displaced homemakers.

(2) To provide vocational education leading to marketable skills and basic literacy instruction, where needed, for program participants to ensure that all participants are functioning with at least tenth-grade skills.

(3) To provide support services, such as transportation and child care, where needed.

(4) To develop at least 40 community linkages to facilitate employment and training referrals.

(5) To provide all program participants with information on educational and job-training opportunities, job-seeking skills/techniques, and job-market conditions (including traditional and nontraditional careers).

(6) To create a support group and network for participants.

(7) To develop a greater awareness of sex equity issues through workshops.

(8) To provide job development/placement and counseling.

(9) To evaluate the success of program participants in securing and retaining employment.

PROCEDURES FOR IMPLEMENTATION:

(1) An inventory of community resources available for employment, education, training, job placement, and other services will be maintained.

(2) An updated review of the literature on successful techniques in working with the target populations will be conducted.

(3) Publicity materials will be developed and used in providing information and outreach to the target groups.

(4) Vocational education and training leading to marketable skills will be provided for the target groups in program areas to be determined by job market conditions and participant aptitudes.

(5) Basic literacy instruction and opportunities for high school completion will be provided, where needed.

(6) All program participants will be provided information on educational and job-training opportunities, job-seeking skills/techniques, and job-market conditions (including traditional and nontraditional careers) through workshops of at least ten hours in length.

(7) A greater awareness of sex equity issues will be developed through workshops of at least six hours in length.

(8) At least 40 community linkages to facilitate employment and training referrals of program participants will be developed.

(9) At least four hours of individualized pre-employment counseling on job-retention skills and at least four hours of individualized follow-up counseling will be provided for program participants.

(10) A support group and network will be created for at least 50 program participants, with at least four meetings.

(11) The success of program participants in securing and retaining employment will be evaluated.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The increasing number of single parents, homemakers, and displaced homemakers seeking full-time employment necessitates the development of vocational education programs and services to meet the needs and interests of these target groups. This project will provide a model for serving the needs of the target groups in a suburban community.

PROJECT: Germanna Regional Center for Vocational Preparation for Single Parents and Homemakers, Including Displaced Homemakers

DIRECTOR: Ms. Donna L. Prideaux

LOCATION: Germanna Community College
Box 339
Locust Grove, Virginia 22508

TELEPHONE: 703/399-1333

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,922.67

OBJECTIVES:

(1) To establish and operate a regional center that will serve the needs of single parents and homemakers, including displaced homemakers.

(2) To provide information and outreach to the target groups regarding vocational education programs and support services.

(3) To provide vocational education leading to marketable skills and basic literacy instruction, where needed, for center participants.

(4) To provide assessment of participants to better serve and/or place participants in educational programs.

(5) To provide a support group for center participants.

(6) To provide personal, peer, and career counseling as well as training in life skills development and pre-employment preparation for center participants.

(7) To provide an opportunity for center participants, high school and college counselors, and vocational education faculty to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(8) To provide information on vocational education and community services available within the Germanna service region.

(9) To provide support services, including tuition/training fees, books, materials, child care, and transportation, where needed, for center participants.

(10) To provide job development/placement opportunities for center participants.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A regional center will be established.

(2) A massive recruitment effort will be conducted for eligible candidates.

(3) Each center participant will be assessed for placement purposes, and a personal and academic profile will be developed.

(4) Support services (such as child care, transportation, counseling, and support groups) will be provided.

(5) Center participants will be placed in vocational education classes, training programs, and basic-literacy-instruction classes, where needed.

(6) Week-long workshops and one-day seminars will be provided on topics such as personal growth and career development.

(7) Sex-role stereotyping and vocational sex equity seminars will be conducted quarterly for center participants. . One seminar will be open to guidance counselors at the community college and high school levels as well as to vocational education faculty.

(8) Job development/placement services will be provided.

(9) A final evaluation of the project will be conducted.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The Germanna Regional Center will provide resources enabling single parents and homemakers to receive information pertaining to vocational education and training/retraining opportunities. Moreover, the center will provide an opportunity for individuals, who might not otherwise have the financial means, to achieve job security through participation in the program. Center participants will be provided opportunities to gain marketable skills to compete in an ever-tightening job market as well as support, knowledge, and guidance to help them build their self-confidence and job-seeking skills. The extensive outreach to community agencies, business/industry, civic groups, and other organizations will increase community awareness of the problems facing this target population and the services provided by the regional center. Society, as a whole, will benefit from the increased productivity of the labor force.

PROJECT: Women in Need of Skills (WINS) Project

DIRECTOR: Ms. Janet Lester

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, Virginia 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,996.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents and homemakers, including displaced homemakers, in Scott, Lee, Wise, and a portion of Dickenson Counties.

(2) To provide 30 women during the 32-week training period with vocational education and training leading to marketable skills.

(3) To provide basic literacy or developmental instruction for program participants, as prescribed by individual ability assessments.

(4) To provide program participants with an allowance for child care for their preschool-age children and an allowance for transportation.

(5) To provide information and outreach regarding the WINS Project via linkages with cooperating community action groups, social services agencies, women's support groups, and others.

(6) To provide personal counseling, career counseling, life skills development, and pre-employment preparation for program participants.

(7) To provide a support center for sharing and discussion among program participants.

(8) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement services for program participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Program participants will be recruited through the use of flyers, brochures, news releases, and radio spots as well as through linkages with other community agencies/organizations.

(2) A personal and academic profile will be developed on each program participant and will be used in determining placement in occupational and basic skills programs and in assisting students with goal-setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing, and basic skills needed for personal life management will be provided for program participants.

(4) Resource people, including nontraditional role models, will make presentations on topics such as "Divorce Coping," "Math Anxiety," "Where the Jobs Are," "Positive Self-image Building," and "Comparable Worth."

(5) Program participants will be enrolled in basic skills classes in reading, writing, spelling, and math, as needed, and will be encouraged to take GED tests if they lack high school diplomas.

(6) A day care allowance for the parents of preschool-age children and a transportation allowance will be provided.

(7) Opportunities for sharing and discussion among participants will be provided, with planned workshops and discussion groups twice a month.

(8) Through linkages with business, industry, and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the WINS Project, vocational education leading to marketable skills (including programs nontraditional for women) will be provided for the target groups. These are people who otherwise might not be provided vocational education as well as related services. A notebook will be developed and shared with future target groups.

PROJECT: Establishment and Operation of a Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Linda Capone Claussen

LOCATION: New River Community College
Rt. 100, P. O. Drawer 1127
Dublin, Virginia 24084

TELEPHONE: 703/674-4121, Ext. 241

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $92,326.00

OBJECTIVES:

(1) To develop a center in the New River Valley area that will serve the needs of at least 35 single parents, homemakers, and displaced homemakers who would like additional education to facilitate their employment.

(2) To provide marketable vocational education and training for at least 25 participants.

(3) To provide information to center participants about job market conditions in the New River Valley area, education and job-training opportunities available at the community college, and job-seeking/job retention skills.

(4) To provide individualized counseling and referrals for center participants.

(5) To develop a support group system for center participants.

(6) To develop and publicize job opportunities for center participants.

(7) To evaluate the success of the center's program by analyzing participants' educational progress, job placement, and job retention.

PROCEDURES FOR IMPLEMENTATION:

(1) A site for the center will be established, including a library and meeting area for center participants.

(2) Extensive initial and on-going publicity about the center will be conducted.

(3) A monthly newsletter will be published.

(4) Referrals will be made from the center to the NRCC counseling staff, the job placement center, the financial aid office, local industry, and the Virginia Employment Commission.

(5) Pre-enrollment testing and tutoring work will be completed to ensure proper placement and success in a vocational certificate program.

(6) Counseling and career guidance will be provided.

(7) Support services, including transportation and child care, will be provided for students.

(8) A library of materials for participants' use will be developed.

(9) The center coordinator will work individually with center participants, conduct workshops, and accept speaking engagements.

(10) A support group will be created for center participants.

(11) Information will be publicized via the center's newsletter, handouts, verbal communication, and use of the center's bulletin board.

(12) The academic achievement of the students in the certificate programs will be evaluated, and an assessment will be conducted to determine the number of students employed at the end of their programming.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The center will provide an opportunity for 35 new students to enter the community college system. The vocational education that they will acquire in this setting will enable them to become more productive members of society. Their employment horizons will be broadened, and an awareness of their personal potential will be enhanced by experiences in the community college. In addition, the center services will be available to all currently enrolled single parents, homemakers, and displaced homemakers. Finally, the center will be open to all single parents, homemakers, and displaced homemakers in the area. Through the expansion of vocational education opportunities to these groups, the entire community will be enriched.

PROJECT: Establishment and Operation of the Patrick Henry Community College Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Dr. Ervin V. Griffin

LOCATION: Patrick Henry Community College
P. O. Drawer 5311
Martinsville, Virginia 24115-5311

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents, homemakers, and displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for program participants.

(3) To provide basic literacy instruction, where needed, for program participants.

(4) To provide support services, including day care and transportation, where needed, for program participants.

(5) To provide information and outreach to single parents and homemakers in the Patrick Henry Community College service region regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for program participants.

(7) To provide a support group for program participants.

(8) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for program participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) An educational and vocational assessment will be completed for a maximum of 165 single parents, homemakers, and displaced homemakers in Patrick Henry's service region (City of Martinsville, Henry County, Patrick County, and portions of Franklin County).

(2) Vocational instruction and job-seeking skills will be provided to individuals from this group who will probably benefit most from vocational education. Counseling, referrals, and educational opportunities for the remaining individuals also will be provided.

(3) Support for program participants will include professional counseling, peer counseling, and tutoring. Referrals will be made to social services agencies and child care services, where needed.

(4) Social service workers and heads of volunteer social service agencies will be contacted in order to facilitate referrals, where needed.

(5) Semi-annual evaluations of program components will be completed. Questionnaires measuring the degree of participant satisfaction will be administered. These evaluations will provide information concerning program participants, including the number of men and women in the program, the number of participants enrolled in nontraditional vocational programs, the number of participants enrolled in traditional vocational programs, and the number of participants who attained employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Continued funding for vocational education, career and life skills counseling, and the advocacy center will help to meet the educational, psychological/social, and child-care needs of individuals within commuting distance of the College. The men and women within this area tend to follow traditional, stereotyped career and life-style roles. By providing career counseling, occupational assessment, and vocational education that is free of sex-role stereotyping, this project will affect significantly the lives of many citizens. Once individuals are enrolled in this program, sources of financial aid, other than vocational education funds, will be explored. Wherever possible, project participants will be encouraged to apply for other types of funds, thereby providing additional openings for individuals previously unserved by the project.

PROJECT: Middle Peninsula Vocational Preparation Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Reba Bolden

LOCATION: Rappahannock Community College, South Campus
Glenns, Virginia 23149

TELEPHONE: 804/758-5324

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,979.68

OBJECTIVES:

(1) To establish and operate a regional vocational center to serve single parents, homemakers, and displaced homemakers seeking entry or re-entry into the job market.

(2) To provide vocational education and training leading to marketable skills for center participants.

(3) To provide basic literacy instruction, where needed, for center participants.

(4) To provide support services, such as day care and transportation, where needed, for center participants.

(5) To provide information and outreach to single parents, homemakers, and displaced homemakers in Gloucester, King and Queen, King William, Mathews, Middlesex, and New Kent Counties about the vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life survival skills, and training in job search and application skills for center participants.

(7) To provide a support group(s) for the center participants.

(8) To provide opportunities for the center participants, as well as high school counselors and vocational education faculty, to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement opportunities for center participants.

(10) To evaluate project activities, document the results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The center will be established by hiring a consultant, counselor/instructor, and a clerical assistant and by training the staff.

(2) Clients will be identified and recruited through a community network and publicity.

(3) Clients' needs will be assessed through counseling and testing in order to place them in the appropriate programs and support groups.

(4) Clients will be provided vocational education as well as basic literacy instruction.

(5) Workshops/seminars on sex-role stereotyping and vocational sex equity will be provided.

(6) Support services (such as day care, transportation, support group activities, and counseling) will be provided.

(7) Job development possibilities and job placement opportunities, including job search and career exploration, will be provided.

(8) Seminars/workshops on sex-role stereotyping and vocational sex equity for men and women will be provided for high school personnel.

(9) The project will be evaluated, and results will be documented for reporting to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program are single parents, homemakers, and displaced homemakers who live in a rural region characterized by high unemployment, low incomes, and few opportunities for vocational education. These people, mostly women, traditionally have been underserved by vocational education, particularly in the nontraditional employment areas. The project will give participants financial assistance with tuition, books, child care, and transportation, and will help them overcome the barriers that inhibit gaining marketable skills. In addition, this project will help participants overcome psychological barriers that keep them from reaching their full potentials. The vocational education and the job-search training will enable the participants to find employment in nontraditional occupations, where desired. The participants, by raising their own standards of living, will be improving the economic health of the community. By entering nontraditional jobs, the participants will contribute to changing the attitudes of the community about sex roles.

PROJECT: Northern Neck Vocational Preparation Center for Single Parents and Displaced Homemakers

DIRECTOR: Mr. Robert B. Worthy, Jr.

LOCATION: Rappahannock Community College, North Campus
P. O. Box 318
Warsaw, Virginia 22572

TELEPHONE: 804/333-4024

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,979.68

OBJECTIVES:

(1) To establish and operate a regional vocational center to serve single parents, homemakers, and displaced homemakers seeking entry or re-entry into the job market.

(2) To provide vocational education and training leading to marketable skills for center participants.

(3) To provide basic literacy instruction, where needed, for center participants.

(4) To provide support services, such as day care and transportation, where needed, for center participants.

(5) To provide information and outreach to single parents, homemakers, and displaced homemakers in Caroline, Essex, King George, Lancaster, Northumberland, Richmond, and Westmoreland Counties about the vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life survival skills, and training in job search and application skills for center participants.

(7) To provide a support group(s) for the center participants.

(8) To provide opportunities for the center participants, as well as high school counselors and vocational education faculty, to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement opportunities for center participants.

(10) To evaluate project activities, document the results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The center will be established by hiring a consultant, counselor/instructor, and a clerical assistant and by training the staff.

(2) Clients will be identified and recruited through a community network and publicity.

(3) Clients' needs will be assessed through counseling and testing in order to place them in the appropriate programs and support groups.

(4) Clients will be provided vocational education as well as basic literacy instruction.

(5) Workshops/seminars on sex-role stereotyping and vocational sex equity will be provided.

(6) Support services (such as day care, transportation, support group activities, and counseling) will be provided.

(7) Job development possibilities and job placement opportunities, including job search and career exploration, will be provided.

(8) Seminars/workshops on sex-role stereotyping and vocational sex equity for men and women will be provided for high school personnel.

(9) The project will be evaluated and results will be documented for reporting to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program are single parents, homemakers, and displaced homemakers who live in a rural region characterized by high unemployment, low incomes, and few opportunities for vocational education. These people, mostly women, traditionally have been underserved by vocational education, particularly in the nontraditional employment areas. The project will give participants financial assistance with tuition, books, child care, and transportation, and will help them overcome the barriers that inhibit gaining marketable skills. In addition, this project will help participants overcome psychological barriers that keep them from reaching their full potentials. The vocational education and the job-search training will enable the participants to find employment in non-traditional occupations, where desired. The participants, by raising their own standards of living, will be improving the economic health of the community. By entering nontraditional jobs, the participants will contribute to changing the attitudes of the community about sex roles.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Theresa H. Windham

LOCATION: Southside Virginia Community College
Christanna Campus
Route 1, Box 60
Alberta, Virginia 23821-9801

TELEPHONE: 804/949-7111

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,999.00

OBJECTIVES:

(1) To continue to operate the regional center for vocational preparation for single parents and homemakers (including displaced homemakers).

(2) To provide vocational education and training leading to marketable skills for center participants.

(3) To provide basic literacy instruction, where needed, for center participants.

(4) To provide support services, including day care and transportation, where needed, for center participants.

(5) To provide information and outreach to single parents and homemakers in Brunswick, Greensville, Lunenburg, Mecklenburg, and Nottoway Counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for center participants.

(7) To provide a support group for center participants.

(8) To provide an opportunity for the center participants, as well as local high school counselors and vocational education faculty, to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement opportunities for center participants.

(10) To provide support services necessary to retain center participants in the program.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the Christanna Campus will be maintained and staffed.

(2) Vocational education/training and basic literacy instruction will be provided.

(3) The concepts of sex-role stereotyping and vocational sex equity will be explored.

(4) Support services, including day care and transportation, will be provided.

(5) Counseling services, training in life skills development, and pre-employment preparation will be provided.

(6) Job development/placement opportunities will be provided.

(7) A support group for center participants will be established.

(8) Project results will be evaluated and documented for reporting to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring and revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These target groups, mostly women, traditionally have been underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing vocational education and support services. By enlisting the cooperation of a number of community educational and service agencies, the placement and job-retention success should be high.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Anne H. Marshall

LOCATION: Southside Virginia Community College
John H. Daniel Campus
Keysville, Virginia 23947

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $99,999.00

OBJECTIVES:

(1) To continue to operate the regional center for vocational preparation for single parents and homemakers (including displaced homemakers).

(2) To provide vocational education and training leading to marketable skills for center participants.

(3) To provide basic literacy instruction, where needed, for center participants.

(4) To provide support services, including day care and transportation, where needed, for center participants.

(5) To provide information and outreach to single parents and homemakers in Amelia, Appomattox, Buckingham, Charlotte, Cumberland, Halifax, Lunenburg, and Prince Edward counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for center participants.

(7) To provide a support group for center participants.

(8) To provide an opportunity for center participants, as well as local high school counselors and vocational education faculty, to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement opportunities for center participants.

(10) To provide support services necessary to retain center participants in the program.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the John H. Daniel campus will be maintained and staffed.

(2) Vocational education/training and basic literacy instruction will be provided.

(3) The concepts of sex-role stereotyping and vocational sex equity will be explored.

(4) Support services, including day care and transportation, will be provided.

(5) Counseling services, training in life skills development, and pre-employment preparation will be provided.

(6) Job development/placement opportunities will be provided.

(7) A support group for center participants will be established.

(8) Project results will be evaluated and documented for reporting to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These target groups, mostly women, traditionally have been underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing vocational education and support services. By enlisting the cooperation of a number of community educational and service agencies, the placement and job-retention success should be high.

PROJECT: Southwest Virginia Regional Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Pat S. Salyers

LOCATION: Southwest Virginia Community College
Box SVCC
Richlands, Virginia 24641-1510

TELEPHONE: 703/964-2555

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To continue to operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education leading to marketable skills as well as basic literacy instruction, where needed, for program participants.

(3) To provide support services, including day care and transportation, where needed.

(4) To provide information and outreach regarding the center throughout the region.

(5) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation.

(6) To provide a support group and moral support on a daily basis for program participants.

(7) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity.

(8) To provide job development/placement.

(9) To provide participants the incentive for continuing vocational education through assistance with the financial aid process for enrollment at SVCC or other appropriate institutions.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The vocational assessment process will be completed for 100 or more single parents, homemakers, and displaced homemakers in the SVCC service area.

(2) Vocational education instruction leading to marketable skills will be provided for at least 25 participants each quarter.

(3) Program linkages with educational and social services agencies will be developed.

(4) Program participants will be supported through child care services, transportation, peer counseling, professional counseling, and referrals to appropriate agencies for auxiliary services.

(5) Seminars/workshops on sex-fair career education will be conducted for teachers and counselors.

(6) Workshops focusing on current issues affecting the participants' lifestyles and career preparation plans will be conducted. Special activities and services for older students will be developed.

(7) Bi-weekly contact with program participants to monitor their progress will be maintained.

(8) Evaluations of program operations, including questionnaires to determine the level of participant satisfaction, will be completed quarterly.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Second-year funding for this center will fill a void in the educational and social services structure serving Southwest Virginia. By providing sex-fair occupational assessment, career counseling, and vocational education, this project will continue to improve the quality of life for scores of area citizens who might otherwise lapse into inter-generational repetition of traditional roles and lifestyles in which unemployment and dependency are acceptable models. The center has become known as an avenue of service and is in a position to maximize its effectiveness in the second year of operation. There could be no more effective use of vocational education funds than through the transformation of unemployed, uncertain, and insecure persons into vocationally and socially prepared tax-paying citizens. Linkages with Pell grant funds, JTPA training contracts, and other sources of financial aid will extend the program's impact far beyond the capabilities of the budget. Wherever possible, participants will be transferred from vocational education funds and provided continuing services through other sources of aid, thus opening slots for more individuals to be served.

PROJECT: Establishment and Operation of a Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Rosa Flores Galloway

LOCATION: The STEM Corporation
31 South Jefferson Street
P. O. Box 2790
Petersburg, Virginia 23804

TELEPHONE: 804/861-6402

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $95,280.00

OBJECTIVES:

(1) To establish and operate a regional center that will serve 100 single parents, homemakers, and displaced homemakers from the Cities of Colonial Heights and Hopewell as well as those from the Counties of Dinwiddie and Prince George.

(2) To provide information and outreach to the target groups regarding vocational education programs and related support services.

(3) To provide vocational education to 30 program participants through enrollment in an existing program within one of the four school systems coinciding with the localities listed above.

(4) To provide basic literacy instruction to 15 program participants through enrollment in existing ABE and/or GED instructional programs within one of the four participating school systems.

(5) To provide support services, such as day care and transportation, to program participants, where needed.

(6) To provide personal counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide support groups for program participants.

(8) To provide ten instructional seminars where program participants will explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To conduct job development and placement activities within the public and private sectors of the

community in order to affect the placement of 42 program participants in jobs.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Center operations will begin with an aggressive recruitment and outreach campaign initiated by the STEM Corporation staff in cooperation with the Colonial Heights, Dinwiddie, Hopewell, and Prince George school systems.

(2) Intake and assessment activities to determine participants' needs will be conducted both at the center location and at individual participating school locations, as requested.

(3) Center participants will receive vocational education leading to marketable skills, with an emphasis on decision-making, problem solving, and interpersonal skills.

(4) Participants will be provided intensive career and personal counseling, peer counseling, and support group activities.

(5) Monthly workshops, designed to address special issues concerning the exploration of sex-role stereotyping and vocational sex equity for men and women, will be conducted in cooperation with local business owners and community figures.

(6) Individual counseling sessions, designed to assist participants in the successful completion of educational programs, will be provided initially on a weekly, then bi-weekly, basis.

(7) On-going monitoring and evaluation of participant progress will be documented and shared with participants on an individual basis. A final evaluation will be submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Vocational education leading to marketable skills will be the major benefit to the single parents and homemakers served by the regional center. The provision of project services as a result of cooperation with local systems will enhance the participants' probability of success in reaching educational, personal, and vocational goals. Through program participation, single parents and homemakers will develop employability skills necessary for their future survival in the job market while becoming contributing members of today's society.

PROJECT: YWCA Women-in-Transition Program

DIRECTOR: Ms. Marilyn Diaz

LOCATION: YWCA of the Tidewater Areas
253 W. Freemason Street
Norfolk, Virginia 23510

TELEPHONE: 804/625-4248

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $64,208.00

OBJECTIVES:

(1) To continue the operation of a center to serve single parents and homemakers, including displaced homemakers, within the Tidewater area of Virginia.

(2) To provide program components that will include:

(a) vocational education and training leading to marketable skills;

(b) basic literacy instruction, as needed;

(c) personal and career counseling that will include life skills development and pre-employment preparation;

(d) identification of job opportunities for program participants;

(e) support services, such as day care and transportation, where needed;

(f) information and outreach regarding programs and services;

(g) support groups and peer groups;

(h) follow-up systems.

(3) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on men and women) and vocational sex equity.

(4) To provide a volunteer training model for community volunteers who wish to assist with the delivery of services.

(5) To provide a training model for professionals who are under contract to assist with the delivery of services.

(6) To update the Employer's Training model that will sensitize employers to the needs of the target populations and to aid employers in being supportive in the workplace.

(7) To print a second edition of the Women-in-Transition Help Guide, which identifies resources and information for the program participant or the interested supporter.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach will be provided through the establishment and operation of an information service to the designated areas of the cities in this region.

(2) The volunteer training model will be updated, and volunteers for the project will be trained.

(3) Consultants who are conducting classes for the project will be trained.

(4) Mini-workshops will be provided that will allow program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity.

(5) Life skills development and pre-employment training will be provided.

(6) A training package for working with and sensitizing employers to the needs of the target groups in the workplace will be developed.

(7) The Women-in-Transition Help Guide will be updated, printed, and distributed to public service agencies and concerned individuals or groups.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The YWCA Women-in-Transition Program made a significant difference to single parents, homemakers, and displaced homemakers who entered the program during the first year. The participants were exposed to vocational education and training opportunities, and some enrolled in education/training programs. In addition, the YWCA has been afforded the opportunity to educate the community about vocational education through visits with employers and community groups as well as through television interviews.

PROGRAMS TO SERVE TEENAGE PARENTS

PROJECT:	Model Program for Employability Development of Teen-age Parents
DIRECTOR:	Ms. Carolyn H. Barrett
LOCATION:	Fifth District Employment and Training Consortium 425 West Campbell Avenue, Second Floor Roanoke, Virginia 24026
TELEPHONE:	703/982-2791
TIME FRAME:	July 1, 1986 - June 30, 1987
FUNDING LEVEL:	$50,000.00

OBJECTIVES:

(1) To provide 30 teen-age mothers with specialized (nontraditional, when possible) education in marketable occupations during their continued high school enrollment, as a continuation of the program begun in 1985-86.

(2) To provide program participants with sufficient support to encourage their continuation and completion of high school.

(3) To provide program participants with "Quality of Life" and "Employability Skills" training.

(4) To provide job development and placement services for all program participants near and upon completion of high school.

(5) To provide information about the program to potential participants.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Initiation of the following will be made: outreach, recruitment, assessment, enrollment of teen-age parents in the cooperative education program; contacts with and commitments from volunteer role models and employers; peer group sessions for teen-age parents.

(2) There will be on-going enrollment of participants and continuous contacts with employers and volunteers.

(3) On-going review, monitoring, and reporting by program staff, personnel from the school systems, and the JTPA Private Industry Council will be conducted.

(4) The program will be concluded with the placement of participants, evaluation, and final reporting.

(5) Follow-up of participants for one year after their placements will be initiated and continued. The short-term and long-term results of the program will be measured and evaluated.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The effect of additional support for teen-age parents who are high school students will be evaluated. Also, the follow-up will be utilized to measure and compare short-term and long-term effects of the program model on teen-age parents. The primary benefit to be derived from the evaluation of this model program is the determination of appropriate services to assist teen-age parents in completing high school and gaining marketable skills. Moreover, this effort will decrease the likelihood that program participants will drop out of high school and will increase the likelihood that they will be productive citizens.

PROJECT: Teen-agers Experiencing Education Need (TEEN) Project

DIRECTOR: Ms. Rhoda Kyle

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, Virginia 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide young women who are teen-age parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a school setting while enrolled in a program through which they will gain marketable skills.

(2) To provide a support group for program participants.

(3) To provide support services, including child care and transportation, where needed, for program participants.

(4) To provide information and outreach to teen-age parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development and training in pre-employment preparation for program participants.

(7) To provide job development/placement for program participants.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Program participants will be recruited through the use of flyers, brochures, news releases, and radio spots as well as through linkages with other community agencies/organizations and the Dropout Reduction Project.

(2) A personal and academic profile will be developed on each program participant. This will be used in determining the appropriate placement in occupational cooperative education and basic skills programs and in assisting students with goal-setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing, and basic skills needed for personal life management will be provided for program participants.

(4) Resource people, including nontraditional role models, will make presentations on topics such as "Expectations vs. Realities," "Goal Setting," "Time Management," "Overcoming the Negatives of School," and "Nontraditional Careers for Women."

(5) Program participants will be enrolled in basic skills classes in reading, writing, spelling, and math, as needed, and will be encouraged to take GED tests.

(6) After determining abilities, interests, and career goals, program participants will be enrolled in occupational education programs and a complementary cooperative education program.

(7) A day care allowance will be provided for the preschool-age children of program participants; and a transportation allowance will be provided, where needed.

(8) Planned workshops and discussion groups will be conducted twice a month to provide opportunities for program participants to share.

(9) Through linkages with business, industry, and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the TEEN Project, vocational education leading to marketable skills (including nontraditional programs for women) will be provided for teen-agers who are mothers. These are people who otherwise might not be provided vocational education as well as related services (such as personal counseling, academic advising, life skills development, child care, and transportation). A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: CARE Co-op

DIRECTOR: Ms Helen Snyder

LOCATION: Newport News Public Schools
12465 Warwick Boulevard
Newport News, Virginia 23606-0130

TELEPHONE: 804/599-8721

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $49,834.85

OBJECTIVES:

(1) To provide teen-age mothers who are dropouts or potential dropouts with an opportunity to complete their secondary school education in a school setting while enrolled in a cooperative education program through which they will gain marketable skills.

(2) To provide a support program for teen-age parents through peer association as well as other resources, including group or individual counseling and parenting training.

(3) To provide support services, including child care and transportation, where needed, for program participants.

(4) To provide information and outreach to teen-age parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career and life skills development, and pre-employment preparation for program participants.

(7) To provide job development/placement for program participants.

(8) To provide program participants with the opportunity to gain additional job skills through enrollment in an occupational preparation class.

(9) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Young women who are teen-age parents will attend classes for half a day, five days per week. They will receive instruction in parenting, the development of employability skills, and academic subjects.

(2) A cooperative education coordinator will teach the employability skills class and will provide career counseling and life-skills-development counseling.

(3) The coordinator will arrange and manage the students' work experiences and will provide job development/placement for program participants.

(4) Day care will be provided through collaboration with the Newport News Department of Social Services, which already has a day-care program for teen-age mothers receiving Aid to Dependent Children who are enrolled in education programs.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program increases the number of students completing vocational education programs and assists teen-age mothers in gaining marketable skills. Program participants are better prepared to become wage earners and to assume more financial responsibility for the support of their children. Also, students have an opportunity to explore nontraditional roles and to gain awareness of and information about vocational sex equity for men and women.

PROGRAMS FOR WOMEN TO EXPLORE NONTRADITIONAL TRADE AND INDUSTRIAL CAREERS

PROJECT: Women's Model Program to Explore Nontraditional Trade and Industrial Careers

DIRECTOR: Ms. Bonnie P. Perry

LOCATION: New River Community College
Rt. 100, P. O. Box 1127
Dublin, Virginia 24084

TELEPHONE: 703/674-4121

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $49,695.00

OBJECTIVES:

(1) To recruit 20 women into an exploratory program by providing information and outreach to New River Valley women regarding vocational education programs, exploration of nontraditional trade and industrial careers, and related support services.

(2) To provide program participants with an opportunity to explore nontraditional trade and industrial careers, with an in-depth study of three occupational clusters, including "hands-on" laboratory experiences. Completion of the program will result in a Career Studies Certificate.

(3) To provide support services, including tuition, fees, child care and transportation, where needed, for program participants.

(4) To retain the 20 female students once they are enrolled in nontraditional curricula.

(5) To provide an opportunity for program participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide pre-employment preparation for participants.

(7) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES OF IMPLEMENTATION:

(1) During a strategy-planning period, recruitment of program participants and selection of participants will be conducted.

(2) Program participants will be enrolled and provided with an in-depth study of occupational clusters.

(3) Strategy planning will be conducted for future women's programs.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project can be duplicated at other institutions that have occupational/technical education programs. The 20 women who complete the program will provide valuable input regarding the methods and means of establishing vocational sex equity both in education and business/industry. They will serve as role models for other women considering post-secondary education and lend support to those students currently enrolled in nontraditional career programs. At the completion of the program, the college public information officer will develop a publicity packet, including recruitment ads featuring photos of the program participants and their personal statements about career choices. All materials from the project will be available for duplication upon request by other schools and colleges. Copies of the brochure, flyer, ad, and all media publicity will be incorporated in the final report to be sent to the Virginia Department of Education and the Virginia Community College System Office. Also, documentation of the project will be sent to the ERIC system for publication. It is hoped that the program participants will share their success with other women, especially high school students. NRCC will invite the women to become members of the Speakers Bureau and the NRCC Alumni Talent Bank.

PROJECT: Breaking Barriers: Women at Work

DIRECTOR: Dr. Ervin V. Griffin

LOCATION: Patrick Henry Community College
P. O. Box 5311
Martinsville, Virginia 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information and outreach services for the project and recruit 75 women (three groups of 25 each) who wish to explore nontraditional trade and industrial careers.

(2) To provide three ten-week skills courses for each group. The courses will include Basic Engineering Drafting, Automotive Technology, and Electricity/Electronics.

(3) To provide two ten-week lecture/seminar courses for each group on career exploration, vocational sex equity, life skills, and pre-employment concepts/techniques.

(4) To provide daily support-group sessions for the program participants to assist them in dealing with/understanding vocational sex equity, sex bias, sex-role stereotyping, and conditions which create working problems for women in trade and industrial careers.

(5) To provide financial support for participants through funding transportation, child care, tuition, books/materials, and other costs associated with participation in the program.

(6) To evaluate the project and document results for dissemination to local, state, and national publications as well as for reporting to the Department of Education.

PROCEDURES FOR IMPLEMENTATION:

(1) Educational and vocational assessments will be completed for 75 women who will enroll in nontraditional vocational skill areas.

(2) Vocational instruction in three identified skill areas will be provided.

(3) Financial support will be provided to program participants for child care, transportation, tuition, fees, and books.

(4) Professional counseling and support group activities will be provided for program participants.

(5) Training in career development, vocational sex equity, life skills development and pre-employment concepts/techniques will be provided for program participants.

(6) Semi-annual evaluations of program components will be completed. Questionnaires designed to determine the degree of program participant satisfaction and instructors' perceptions will be administered. In addition, these evaluations will address the number of clients served, transportation and instructional needs of clients, the number who entered advanced training, and the number of clients who seek employment in nontraditional trade areas after the completion of the program as well as their success in employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program will enhance opportunities for women wishing to expand their vocational and social options. Program participants will have an opportunity to overcome some of the barriers associated with re-entry through the combination of career counseling and vocational education. Moreover, participants will receive assistance in overcoming barriers that inhibit the selection of occupations considered nontraditional for women.

PROJECT: Women's Internships in Technology (WIT)

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
Box SWCC
Richlands, Virginia 24641-1510

TELEPHONE: 703/964-2555, Ext. 369

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information and outreach to women in Southwest Virginia about vocational education programs in nontraditional trade and industrial areas.

(2) To offer WIT participants an opportunity to explore nontraditional trade and industrial careers, with an in-depth study of Electronics, Industrial Technician, and Computer-aided Drafting.

(3) To provide support services such as day care, transportation, peer counseling, tutoring, and preparation-for-employment training.

(4) To provide an opportunity for participants to explore sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(5) To provide a support group for program participants.

(6) To provide personal counseling, career counseling, training in life skills development, and self-awareness skills.

(7) To evaluate project activities, document results (including data on the number who enroll in nontraditional vocational education programs), and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A nine-month training program will be developed, with 50 percent lab training for skill development and 50 percent internship placement.

(2) A pilot project will be implemented at the beginning of Fall Quarter, 1986, with 16 women enrolled in 18 credits of lab training. During both Winter Quarter and Spring Quarter, nine credits of lab training and nine credits of internship placement will be offered.

(3) Collaboration among industrial personnel, college faculty, and social services peronnel will be developed.

(4) WIT program participants will be supported with daily bus transportation and child care, as needed. Referrals, when appropriate, will be made to needed services.

(5) Participants will be introduced to sex-role stereotyping in a weekly class.

(6) Peer, personal, academic and career counseling will be facilitated in a weekly support group, with individual sessions as needed.

(7) A career assessment package will be administered to assist participants with the career decision-making process.

(8) Project activities will be evaluated quarterly; and at the end of the project, questionnaires will be completed by everyone involved with the project's implementation.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Findings from a study conducted by the Tayloe Murphy Institute of the University of Virginia support the implementation of the WIT project. One of the study's most directly related findings is that from 1970-1980 there were 35 percent more female-headed households in the coalfields, and 48 percent more female-headed households in the corridor of Southwest Virginia. Most of these were divorcees rather than widows. Consequently, these female heads-of-households typically lacked job skills, adequate education, marketable work experience, financial resources, and child care.

The project not only will contribute to vocational education but also to the women of Southwest Virgina by eradicating the lack of vocational education accessibility and work experience for the target groups. This project will address the positive correlation between work experience and the career decision-making process. The project design provides a data base that identifies facilitators and implementation strategies for use with adult women participating in vocational education.

PROJECT:	Project NOW: Nontraditional Occupations for Women
DIRECTOR:	Dr. Bobby K. Horton
LOCATION:	Wytheville Community College 1000 East Main Street Wytheville, Virginia 24382
TELEPHONE:	703/228-5541
TIME FRAME:	July 1, 1986 - June 30, 1987
FUNDING LEVEL:	$32,730.00

OBJECTIVES:

(1) To recruit 30 women from the Wytheville Community College service region into a program to explore nontraditional trade and industrial careers.

(2) To assist each program participant in identifying, through computerized interest inventories, at least three nontraditional trade and industrial occupational clusters for in-depth exploration.

(3) To conduct credit classes which will introduce program participants to the concept of occupational clusters and will provide them with opportunities for "hands-on" laboratory experience and job "shadowing" in three trade and industrial career areas.

(4) To provide instruction for program participants on life skills development.

(5) To provide exploration of the concepts of sex-role stereotyping and vocational sex equity through presentations by nontraditional role models and resource persons.

(6) To provide career education concerning employment opportunities for women in Southwest Virginia and skill-building activities focused on preparation for employment.

(7) To provide support services, including tuition, materials, child care and transportation, for program participants.

(8) To assist each program participant in the development of an individual action plan related to employment and/or educational goals.

(9) To provide an informal support group for program participants through weekly lunch sessions.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A part-time project coordinator will be hired. Thirty program participants will be recruited.

(2) Program participants will be enrolled in a five-credit course (Fall Quarter), which will include the following topics: life skills development, career exploration, and vocational sex equity.

(3) Resource persons, including nontraditional role models, will make presentations on nontraditional employment options to program participants.

(4) Child care and transportation stipends will be provided to enable participants to benefit fully from training opportunities.

(5) Opportunities for sharing and informal discussion will be provided through weekly lunch sessions.

(6) Program participants will be enrolled in a five-credit course (Winter Quarter), which will include the following topics and experiences: "hands-on" laboratory and job "shadowing" experiences in trade and industrial careers, employability skills, and the development of an individual action plan.

(7) The results of the project will be evaluated and reported.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

In Southwest Virginia's depressed economy, increasing numbers of women are seeking employment, while the number of traditionally female jobs is decreasing. Project NOW not only will inform its participants about trade and industrial job opportunities in the area but also will increase public awareness about the need for an end to sex-role stereotyping in the workplace. In addition, program participants and the public will gain increased awareness of opportunities for vocational education that are available and accessible to residents of the WCC service area.

PROGRAMS FOR WOMEN TO EXPLORE HIGH TECHNOLOGY CAREERS

PROJECT: Women In High Innovative Technology Studies (WHITS)

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
Box SVCC
Richlands, Virginia 24641-1510

TELEPHONE: 703/964-2555, Ext. 369

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information to women on careers as technicians, skilled workers in the technical fields, and new, emerging high technology occupations.

(2) To provide activities, including "hands-on" experiences, to introduce women to the world of high technology.

(3) To provide an understanding of math and science applications related to the use of computers.

(4) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes), vocational sex equity for men and women, and how these concepts are related to opportunities in high technology occupations.

(5) To provide support services, including child care and transportation, where needed, for program participants.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A minimum of 48 women for participation in the WHITS Project will be identified (i.e., a minimum of 15 women per academic quarter).

(2) The women will be introduced to the world of high technology through ten weeks of classes, labs, field trips, and a counseling exploratory program. Participants will be advised on continuing their training and will make appropriate applications.

(3) Linkages with college faculty, industry, the Virginia Employment Commission, and social services agencies will be developed and maintained.

(4) WHITS participants will be supported by the provision of bus transportation to and from campus, child care services, professional and peer counseling, and referrals to other appropriate agencies for auxiliary services.

(5) Women who are interested in the WHITS Project, but who are not academically ready, will be referred to appropriate developmental programs. For example, if a woman needs a GED, she will be advised to take the GEPI; and appropriate referrals will be made.

(6) Quarterly evaluations of Project WHITS operation, including questionnaires to community agencies, industry, participants, etc., will be completed to assess the level of project success.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through Project WHITS, a data base, implementation strategies, long-term job placement, and high technology exposure and training will be developed specifically for Appalachian women and also for minority and other women. Efforts will include overcoming the following barriers: geographical/access, educational, cultural, psychological/social, and child care. Also, efforts will be made to overcome the perceptions that high technology careers are alien and out of reach for women. Furthermore, this project is an example of a collaborative training model for vocational education that will involve higher education, industry, and other community agencies/services. The goal for this group of program participants is enrollment in either a high technology or related field. Sharing information about the model program will promote the development of other such programs in Virginia.

PROJECT: Exploration of High Technology Careers by Minority Women

DIRECTOR: Dr. Geraldine O. Garner

LOCATION: Cooperative Education Program
Virginia Commonwealth University
901 W. Franklin Street
Richmond, Virginia 23284

TELEPHONE: 804/257-1579

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $49,995.00

OBJECTIVES:

(1) To offer career orientation sessions for the target population in order to provide information on high technology career opportunities, in general, and quality work experiences, specifically.

(2) To develop high technology quality work experiences, which will provide "hands-on" experiences for minority women in a wide variety of applications of high technology.

(3) To establish an advisory committee composed of two members of the Richmond Chapter of the National Coalition of 100 Black Women, two area high tech employers, two VCU faculty members, and two project participants. The advisory committee will provide oversight of the project's activities and give insight to the project participants regarding the applications of math and science in high technology fields.

(4) To institute a multi-dimensional mentor system to provide an opportunity for Coalition members, college students, and high school and community women to explore math and science applications in the world of work and the concept of sex-role stereotyping as both relate to minority women.

(5) To provide the means for minority women to take advantage of project activities and quality work experiences by reimbursing single parents, displaced homemakers, and teen-age mothers for transportation and child-care costs.

(6) To conduct an evaluation and to document the results of this project.

PROCEDURES FOR IMPLEMENTATION:

(1) Career orientation sessions will be conducted for project participants on a regular basis.

(2) Quality work experiences in high technology settings will be developed, and participants will be given "hands-on" experiences related to their individual goals and interests.

(3) A multi-dimensional mentorship program will be developed to match black professional women in the Coalition with college women and high school or community women to form "mentor triads." The mentor triads will constitute an on-going, immediate support system for minority women exploring high technology opportunities.

(4) Six general workshops will be held for the mentor triads in order to facilitate the development of general coping skills needed to succeed in any career field.

CONTRIBUTION TO VOCATIONAL EDUCATION:

High technology changes daily, and academic/classroom experience is not adequate to keep pace with the change. Exposure to high technology settings and applications is paramount to success. This is particularly true for minority women, who may lack confidence and support in pursuing these opportunities. This project demonstrates a partnership between an institution of higher education and a community-based organization to address the special needs of minority women in exploring, participating in, and succeeding in career opportunities in high technology fields.

MINI-GRANTS TO ELIMINATE SEX BIAS AND TO ENHANCE SEX EQUITY FOR MEN AND WOMEN

PROJECT: Model for Identifying and Developing Women As Potential Leaders for Vocational and Secondary Educational Administration

DIRECTOR: Dr. John E. Bonfadini

LOCATION: Vocational Education Program
George Mason University
4400 University Drive
Fairfax, Virginia 22030

TELEPHONE: 703/323-2421

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $4,990.00

OBJECTIVES:

(1) To identify from Prince William, Fairfax, Loudoun, Alexandria, and Arlington, women who are vocational instructors and who are interested in developing a plan to pursue a career as a vocational administrator.

(2) To establish a pre-screening seminar for the identified participants during which they will be able to interact with role models who have developed successful careers in administrative positions, including those in vocational education.

(3) To assist the participants in formulating career strategies that will result in the development of personal skills, experiences, and academic knowledge required for entry into administrative positions.

(4) To provide a tuition-free graduate course in which the participants' major projects will be to develop an administrative career plan, a support structure, and a mentoring system.

(5) To help participants develop skills in resume writing, oral presentations, and interview techniques for administrative positions.

(6) To provide job- placement assistance.

(7) To provide a job fair/information service in conjunction with the local school divisions identified in this project.

(8) To evaluate the effectiveness of this project by establishing a five-year plan for following up participants who completed the program.

(9) To conduct a research study of project

participants to identify factors that help or hinder women in making decisions to pursue administrative positions.

PROCEDURES FOR IMPLEMENTATION:

(1) The literature will be reviewed, and an information packet will be developed and sent to all identified participants.

(2) Consultants will be contacted, and a prescreening information seminar will be held to introduce interested persons to the advantages of preparing for careers in administration and supervision.

(3) A tuition-free course will be offered in the Spring of 1987 for participants to identify needs and develop plans to obtain the necessary qualifications for administrative positions.

(4) Individual mentors capable of assisting participants will be identified.

(5) Research studies will be conducted on the identified population and final project clientele.

(6) Audiovisuals on the project will be developed and provided to other universities through the Vocational Sex Equity Office, Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Sex-role stereotyping has hindered the professional advancement of women who are vocational instructors. Little formal effort has been exerted towards identifying and encouraging women in vocational education to pursue administrative positions. It is imperative that women who are public school and college students have role models in administrative positions to encourage them to enter the predominantly male-oriented area of vocational education administration. This project will seek to develop a group of potential female administrators and provide the necessary career plans that will enable these women to be qualified for positions in vocational education administration.

PROJECT: Mini-grant to Build Awareness of Nontraditional Occupations Through the Design and Distribution of Materials for Use on Grocery Bags

DIRECTOR: Ms. Flora C. Armstrong

LOCATION: Virginia Vocational Curriculum Center
Henrico County Public Schools
2200 Mountain Road
Glen Allen, Virginia 23060

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $4,778.00

OBJECTIVE: To conduct a campaign to increase awareness of non-traditional occupations through the development and distribution of a set of three designs to be printed on grocery bags.

PROCEDURES FOR IMPLEMENTATION:

(1) Research will be conducted to identify grocery stores throughout the state and to generate a mailing list of these stores.

(2) Three original camera-ready layouts will be developed to be used in imprinting grocery bags.

(3) A letter of introduction and procedures for use will be developed.

(4) Sufficient sets of camera-ready originals will be printed, packaged, and mailed.

(5) A follow-up telephone survey of package recipients will be conducted.

(6) An evaluation and all original materials will be provided to the Vocational Sex Equity Office, Virginia Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION: The contributions of this project to vocational education are as follow:

(1) Heightened awareness of nontraditional occupations;

(2) Positive public relations for vocational education, sex equity, and the Department of Education;

(3) Promotion of educational opportunities through business and industry;

(4) Development of new camera-ready artwork/illustrations available for future use by the Department of Education.

PROJECT: Fostering Vocational Sex Equity by Focusing on Nontraditional Careers in a Slide/Cassette Audiovisual Program for Use in Middle or Intermediate Schools

DIRECTOR: Ms. Flora C. Armstrong

LOCATION: Virginía Vocational Curriculum Center
Henrico County Public Schools
2200 Mountain Road
Glen Allen, Virginia 23060

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $4,884.00

OBJECTIVES:

(1) To develop and produce a slide/cassette audiovisual program that illustrates high school students and adults in programs and occupations that are nontraditional for their sex.

(2) To pilot test the audiovisual program in five middle or intermediate schools in five different school divisions

(3) To evaluate the content and effectiveness of the audiovisual program by surveying students and educators involved in the pilot test.

(4) To make the audiovisual program available to middle or intermediate schools throughout the state by housing two sets of the auidiovisual program in the Virginia Vocational Curriculum Center lending library.

PROCEDURES FOR IMPLEMENTATION:

(1) Individuals in high school vocational programs and various occupations that are nontraditional for their sex will be identified as subjects for photographing.

(2) The slide/cassette audiovisual program will be developed.

(3) The program will be pilot tested in five middle or intermediate schools in five different school systems.

(4) Students and educators involved in the pilot test will be surveyed.

(5) The audiovisual program will be refined, as indicated by the pilot-test results.

(6) A complete program and final report will be submitted to the Vocational Sex Equity Office, Department of Education. Two copies of the audiovisual program will be kept in the lending library at the Virginia Vocational Curriculum Center.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While great efforts have been made to combat the deleterious effects of sex-role stereotyping, the thrust of these efforts has been directed to the high school student. This project is specifically designed for middle or intermediate school students, who are in the process of exploring career options and selecting their high school courses of study. By using the audiovisual program to address sex bias at this level, two major goals will be achieved: (1) students are encouraged to identify careers based on interests and aptitudes rather than based on their sex and (2) an opportunity is provided to increase enrollments in vocational programs.

PROJECT:	Fostering Community Awareness of Nontraditional Occupations Through Materials Offered to Virginia Public Libraries
DIRECTOR:	Ms. Flora C. Armstrong
LOCATION:	Virginia Vocational Curriculum Center Henrico County Schools 2200 Mountain Road Glen Allen, Virginia 23060
TELEPHONE:	804/ 262-7439
TIME FRAME:	July 1, 1986 - June 30, 1987
FUNDING LEVEL:	$4763.00

OBJECTIVES:

(1) To make bookmarks containing a theme statement encouraging the exploration of nontraditional occupational opportunities available to patrons of every main and branch library in Virginia.

(2) To post a suggested reading/resource list in each main and branch library, including both publication information and referral to the regional vocational-technical center.

(3) To prepare materials for a window or bulletin board display to accompany the bookmarks and suggested reading/resource list to selected libraries in each region of the state.

PROCEDURES FOR IMPLEMENTATION:

(1) A theme and design for the bookmarks will be developed.

(2) A reading/resource list will be developed through computer search and library research.

(3) Display materials will be designed and developed.

(4) Evaluation forms and cover letters will be developed.

(5) All materials (200,000 bookmarks; 400 reading lists, evaluation forms, and cover letters; 15 sets of display materials) will be printed.

(6) An article will be included in the Center newsletter for the purpose of alerting principals of vocational-technical centers about the activity and preparing them for possible inquiries from community residents.

(7) Bookmarks, reading/resource lists, evaluation forms, and cover letters will be shipped to 400 libraries; and displays will be sent to 15 selected libraries for use during February 1987.

(8) Evaluation forms will be compiled and analyzed.

(9) The results, camera-ready originals, and a final report will be submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Attitudes that discourage entry by women and men into occupations not traditional for their sex are deeply ingrained in the community as a whole. Using a trusted provider of information to the community (i.e., the public library) to promote vocational sex equity fosters both community awareness of these career choices and acceptance of recruitment efforts. This effort would expand the flow of information about vocational sex equity to persons not reached by the public schools and would reinforce awareness for those receiving information from the public schools. Results of this activity could be used by program service areas, Apprentice-Related Occupations, and regional vocational-technical centers to plan similar library promotions of their program offerings. Libraries that rated the materials or display most effective could be targeted for other vocational education promotional efforts.

PROJECT:	Vocational Sex Equity - Reaching Out to Make a Difference
DIRECTOR:	Ms. Janet Lester
LOCATION:	Mountain Empire Community College Drawer 700 Big Stone Gap, VA 24219
TELEPHONE:	703/ 523-2400
TIME FRAME:	July 1, 1986 - June 30, 1987
FUNDING LEVEL:	$4,948.00
OBJECTIVES:	(1) To provide a course for primary and secondary school teachers in vocational sex equity. (2) To provide a one-day seminar/workshop exploring vocational sex equity and the roles of men and women. (3) To develop vocational sex equity recruitment materials.
PROCEDURES FOR IMPLEMENTATION:	(1) A maximum of 30 primary and secondary school teachers will be offered a course in vocational sex equity. Classroom materials will be provided. (2) The one- day seminar will be open to the general public and will feature national, state, and local experts in the field of sex equity. (3) A four-color brochure featuring women in nontraditional careers and outlining related training programs will be developed.
CONTRIBUTIONS TO VOCATIONAL EDUCATION:	Sex-role stereotyping is indigenous to Southwest Virginia primarily due to the coal mining industry. Due to cutbacks and layoffs, the coal-mining industry is suffering. As a result, many of the women in this area must bear the responsibility of caring for their families. Hopefully, this project will change the attitudes and improve the self-confidence of the women of Southwest Virginia. This, in turn, will enable them to support themselves and their families.

PROJECT:	Development of a Guide to Be Used in Planning Workshops for Prospective Women Entrepreneurs
DIRECTOR:	Dr. Barry L. Reece
LOCATION:	Division of Vocational and Technical Education College of Education Virginia Tech 232 Lane Hall Blacksburg, Virginia 24061
TELEPHONE:	703/ 961-5191
TIME FRAME:	July 1, 1986 - June 30, 1987
FUNDING LEVEL:	$4,978.00

OBJECTIVES OF PROJECT:

(1) To develop a workshop guide suitable for local school divisions in sponsoring workshops for women planning to open small businesses.

(2) To present workshops in three geographical regions of Virginia for women interested in starting their own businesses. These workshops will be planned and developed in accordance with information that appears in the workshop guide.

(3) To conduct an evaluation to assess participant perceptions of the workshop format, learning activites, and resource materials.

(4) To revise the workshop guide by using information from evaluation forms completed by those women attending the workshops and from telephone interviews following completion of the workshops.

(5) To develop the final draft of the workshop guide, including a camera- ready copy for future dissemination to local school divisions.

PROCEDURES FOR IMPLEMENTATION:

(1) A steering committee will be organized to provide advice and counsel to the project staff.

(2) A workshop guide will be developed in accordance with recommendations of the steering committee.

(3) Workshops will be conducted in three geographical regions of Virginia for women who are planning to start their own businesses.

(4) The workshop guide will be edited and revised in accordance with suggestions from workshop participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

A growing number of women are considering entrepreneurship as a career option. However, lack of proper planning and preparation are major barriers to success. The prospective women entrepreneur needs help in conducting market studies, organizing a business plan, and learning about the physical and mental demands required to open and operate a business enterprise. This project will result in the development of a workshop guide suitable for use by local school divisions in sponsoring workshops for women planning to open small businesses.

IMPLEMENTATION OF THE WOMEN IN NONTRADITIONAL CAREERS (WINC) CURRICULUM

PROJECT:	Implementation of Career Education for Teachers in 12 School Divisions by Using the WINC (Women in Nontraditional Careers) Curriculum
DIRECTOR:	Ms Elizabeth Howarth
LOCATION:	Career Development Consultants, Ltd. 245 Newman Avenue Harrisonburg, Virginia 22801
TELEPHONE:	703/434-8579
TIME FRAME:	July 1 1986 - June 30, 1987
FUNDING LEVEL:	$44,917.00

OBJECTIVES:

(1) To infuse the WINC model in existing curriculum at the secondary level in 12 school divisions.

(2) To share the results of this effort with counselors and teachers.

(3) To evaluate and document the results of the effort, including an assessment of its appropriateness for implementation in other parts of the state, and to comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Research into available resources will be conducted, and a training model will be developed.

(2) The model will be implemented by training social studies teachers at one school in each of the 12 local school divisions to infuse WINC in the existing curriculum. Other resources will be included in their lesson plans according to mandates under the Standards of Learning, as specified by the Department of Education.

(3) Follow-up and evaluation will be completed to determine the effectiveness of the model.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to serve approximately 50 teachers of approximately 6,000 students. The desired result is long-term continuation of the use of WINC and other career resources to assist young people in pursuing their interests without the barriers created by sex-role stereotyping. The project will enlighten many educators and students about career options available to all people regardless of sex. It will serve as a model for encouraging young people to enroll in vocational education based on their interests and

abilities. A long-term goal of this effort is to increase the enrollment of young women in traditionally male-dominated programs. This will enable them to gain employment in better paying jobs. These successful women, prepared for nontraditional occupations, can live a more satisfying existence and serve as role models for others.

STATEWIDE PUBLIC RELATIONS PROGRAM

PROJECT: Implementation of the Second Phase of a Statewide Public Relations Program to Promote Vocational Sex Equity for Men and Women in Education

DIRECTOR: Ms. Gail E. Honea

LOCATION: Virginia Commonwealth University
School of Education, Division of Educational Studies
Box 2020
Richmond, Virginia 23284

TELEPHONE: 804/257-1332

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $49,720.00

OBJECTIVES:

(1) To print and disseminate materials to teachers, counselors, parents, students, and others that will promote the concept of vocational sex equity in the following manner:

a. Follow-up on the receipt of the "Sex Equity Public Relations Model" (from Phase I) with mailings and phone calls that assist with and encourage the use of the model and materials;

b. Continue to disseminate the "Sex Equity Public Relations Model" to appropriate persons;

c. Provide local education agencies with the developed materials in sufficient quantities appropriate for their needs;

d. Identify other individuals and groups (such as PTA groups) that may use the public relations materials;

e. Identify and print materials that can supplement the "Sex Equity Public Relations Model," such as clip art featuring nontraditional workers/students.

(2) To make a minimum of nine presentations to parent and community groups throughout the State on the meaning of and the need for vocational sex equity and the negative effects of sex-role stereotyping.

(3) To gain the support and involvement of local vocational advisory councils through mailing information and soliciting their assistance.

(4) To identify and promote the use of a minimum of 50 nontraditional vocational student role models throughout the State by contacting local education agencies; providing suggestions and assistance; highlighting successful student role models; developing a directory of nontraditional students.

(5) To complete and disseminate a directory of nontraditional workers and their employers.

(6) To expand the scope of the Sex Equity Public Relations Project.

(7) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The literature will be reviewed; mailing lists will be updated, local education agencies, local vocational advisory councils, and other groups will be contacted for support and involvement; and the public service announcements will be monitored.

(2) Nontraditional student role models will be identified, and local education agencies will be supplied with materials and assistance. The role models will be recognized with a certificate and included in a directory of nontraditional students. Also, a directory of nontraditional workers will be developed.

(3) Presentations will be scheduled and completed.

(4) Through consultation with users of the "Sex Equity Public Relations Model," the project advisory committee and the State Vocational Sex Equity Supervisor, the need for additional materials, activities, and public service announcements will be determined. These will be produced or provided within the limits of the budget.

(5) Materials, "Model" updates, and directories will be printed and disseminated.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The use of the "Sex Equity Public Relations Model," the other printed materials, the television public service announcements, and the student role models will present not only vocational sex equity in a positive way but also vocational education as an attractive choice for students. The strategies involve local advisory council members and other community persons in an active role supporting vocational education.

STATEWIDE PROGRAM TO ASSIST TEACHERS AND COUNSELORS IN PROMOTING VOCATIONAL SEX EQUITY

PROJECT: Vocational Access and Equity Network

DIRECTORS: Dr. Penny L. Burge
Dr. Daisy L. Cunningham

LOCATION: Division of Vocational & Technical Education
College of Education
Virginia Tech
216 Lane Hall
Blacksburg, Virgina 24061

TELEPHONE: 703/961-5377

TIME FRAME: July 1, 1986 - June 30, 1987

FUNDING LEVEL: $74,975.00

OBJECTIVES:

(1) To enhance and expand the vocational sex equity network by adding new participants and continuing the involvement of teachers and counselors trained in 1985-86.

(2) To provide instruction on vocational sex equity and nontraditional opportunities to a new group of vocational teachers and counselors.

(3) To provide 1985-86 participants with continued leadership development.

(4) To provide follow-up technical assistance to the network members.

(5) To continue to publish quarterly issues of the newsletter, Access and Equity, and distribute the same to vocational teachers and counselors throughout Virginia as well as to other states and national groups.

(6) To evaluate and document project activities.

PROCEDURES FOR IMPLEMENTATION:

(1) Quarterly issues of Access and Equity will be developed and distributed.

(2) Participants from the 1985-86 project will be contacted for continuing leadership.

(3) Recommendations for new participants will be requested from local vocational administrators and community college presidents.

(4) From the group nominated, 24 new vocational teachers and counselors will be selected and notified.

(5) Sixteen of the 1985-86 participants will be selected for continued network involvement in 1986-87.

(6) A workshop involving new and continuing participants will be conducted and evaluated to enhance and expand the existing network for communicating with other vocational teachers/counselors.

(7) Arrangements will be made for each of the new and continuing network members to plan and conduct four sex-equity presentations in their regions.

(8) Technical assistance will be provided for network members through one visit per region, telephone contact, and instructional materials.

(9) All participants will be assembled for a spring workshop to provide interaction, communication of concerns and successes, and the discussion of ideas for continuing the network.

(10) A final report summarizing evaluations and documenting project activities will be prepared.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

In spite of the past efforts of vocational educators to promote sex equity, enrollments of students in many programs nontraditional for their sex remain low. To increase these enrollments, vocational teachers and counselors must be committed to eliminating sex bias and sex-role stereotyping. Secondly, counselors and vocational teachers need up-to-date, appropriate informational materials. An expanded, informed network of these educators will enable them to assist their colleagues in achieving vocational sex equity.